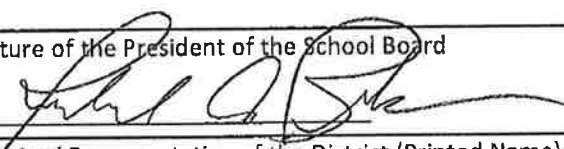
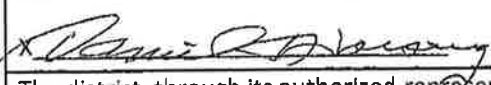


ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER PAGE

District Name: Schuyler Community Schools County/District Number: 19-0123-000	District Mailing Address: 410 Adam Street Schuyler, NE 68661-2400
District Contact for the School Improvement Grant Name: Dr. Dan Hoelsing Position and Office: Superintendent Contact's Email Address: dhoelsing@schuylercommunityschools.org Contact's Mailing Address (If different from District Mailing Address listed above): Telephone: 402-352-3527 Fax: 402-352-5552	
President of the School Board (Printed Name): Richard Brabec	Telephone: 402-352-2910
Signature of the President of the School Board X 	Date: 06-01-2015
Authorized Representative of the District (Printed Name): Dr. Dan Hoelsing	Telephone: 402-352-3527 Email: dhoelsing@schuylercommunityschools.org
Signature of the Authorized Representative: 	Date: 06-01-2015
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

SECTION 1. DISTRICT INFORMATION

PART A. SCHOOLS TO BE SERVED

- A.1 Complete the information in the table for each school in the district included in this application. Identify whether each school is in Tier I, II or III. **When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II school. Add rows as needed.**

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)					
					Turnaround	Restart	Closure	Transformation	Whole School Reform	Early Learning
Schuyler Central High School	19-0123-001		x					x		

- A.2 If the district has determined that a Tier I or Tier II school has implemented, in whole or in part, one of the intervention models within the last two years, the district must list that school here:
Schuyler Middle School

Districts must also complete the Action Plans and Budgets required in Part B of this application to provide evidence to demonstrate that this school has met, or is in the process of meeting, each of the requirements of that model and will have the model fully implemented within the period of availability of these funds.

PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

Analysis of Need and Capacity

ESEA Section 1003(g) requires an analysis of need at the district level and a determination of district's capacity to provide support to use these funds to provide adequate resources and related support to each Tier I and Tier II School in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Districts are encouraged to look at existing sources of information while conducting the Analysis of Need for each school and the district. These might include profiles developed through a North Central/Advanced Accreditation or Rule 10 Continuous Improvement accreditation process, Improvement Plans included in the NCLB Consolidated application, schoolwide plans, or other improvement processes or plans.

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can only be used to implement one of six intervention models in any Tier I or Tier II school. Each intervention model has specific requirements that must be implemented. In Section 2, Descriptive Information School Level, Action Plans, and Budget forms have been designed to ensure that all the

requirements of the model selected are addressed for Tier I and Tier II schools. Action Plans and Budget forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school. For an LEA that applies to implement the evidence-based, whole-school reform model in one or more eligible schools, implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served and partner with a whole-school reform model developer.

- B.1 Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. The District must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and infrastructure, and selected interventions for each school aligned to the needs of each identified school. A district may request funds for LEA-level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a LEA-level budget (Attachment C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.

Schuyler is located approximately seventy miles west of Omaha and seventy miles north of Lincoln. The city of Schuyler has seen significant change over the past two decades. Census data of the community reflects similar patterns in the district's student population. In 1990, the population of Schuyler was 4,052 with a very small minority population of approximately 2%. During the decade that followed, the city saw a 1,377% increase in minority population with 39% of the population identified as Hispanic.¹ Data from the 2010 census increased that percentage to 41% of the city's 6,211 residents indicating they were of Hispanic origin.

Year	Population	Hispanic	Non-Hispanic
1990	4052	2%	98%
2000	5371	38%	62%
2010	6211	58%	42%

School data for time period of 2010 – 2014 indicate a continued trend of large minority populations.

Year	Total Enrollment	Hispanic	Non-Hispanic
2010-2011	1,777	75%	25%
2011-2012	1,779	76%	24%
2012-2013	1,841	79%	21%
2013-2014	1,948	81%	19%

Schuyler is one of the very few communities in Nebraska to have experienced such a significant change in population dynamics. In rural communities like Schuyler, population increases are not the norm. With that said, however, the population growth in Schuyler has created additional challenges not being experienced by other districts. Data taken from the Nebraska Department of Education's website indicates in addition to an increase in enrollment, there has also been a

¹ Schuyler Plan: <http://schuylernebraska.net/schuylerPlan.pdf>

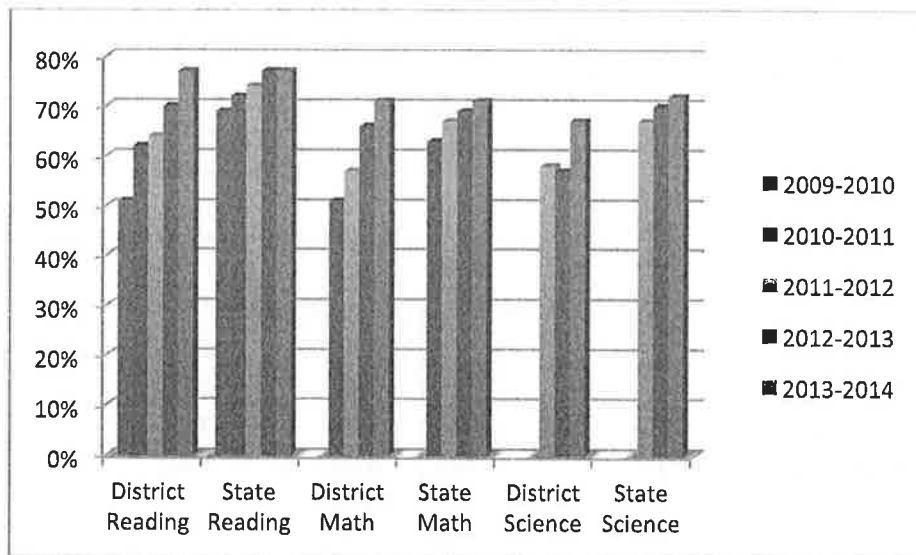
significant increase in student need. Poverty levels have increased and the district reports an English Language Learner percentage nearly five times that of the state average.²

District Free and Reduced Lunch Rate Percentages		
Years	State	District
1999-2000	29.83%	21.72%
2013-2014	44.93%	73.77%

English Language Learner Percentages		
Year	State Average	District Average
2008-2009	6.31%	26.61%
2009-2010	6.56%	29.7%
2010-2011	6.72%	28.4%
2011-2012	6.47%	30.79%
2012-2013	5.96%	31.28%
2013-2014	6.04%	30.13%

The district as a whole, has been working with community leaders, leading employers, citizens, and educators to best address all aspects related to the increased needs of their students.

Student achievement data indicates that Schuyler Community Schools are performing below the state average. The following graph shows that while there has been growth at the district level for the past several years, that growth still falls short of the state average.



² NDE State of the Schools Report:

<http://reportcard.education.ne.gov/Default.aspx?AgencyID=19-0123-000>

Percentage Points Difference between District NeSA Scores and State Average				
Year	Reading	Math	Science	Writing
2009-2010	18%	N/A	N/A	N/A
2010-2011	10%	12%	N/A	N/A
2011-2012	10%	10%	9%	N/A
2012-2013	7%	3%	13%	7%

District personnel including the superintendent, principals, technology coordinator, counselors, teachers and curriculum director have all provided support in the continuous analysis of district needs. In addition to district personnel, additional stakeholder input was gained through several other processes. Parents, board members, community partners, and service providers have all been included in data collection and analysis.

The district participates in the AdvancED Accreditation process and went through an external review in September of 2012. Recommendations and comments provided through that review process have provided the basis for continuous improvement activities at the district level, including, but not limited to, curriculum review, student achievement data review, and a review of professional development needs. In addition to this work, the district is currently conducting a formal strategic planning process.

In addition to the strategic plan, the district was awarded a 21st Century Community Learning Center Grant for the elementary and middle schools and a SIG grant for the middle school in 2014. Through the strategic plan, the 21st Century Community Learning Center Grant & SIG applications, AdvancED external review report and continuous improvement process, the district has been working relentlessly on analyzing needs of Schuyler Community Schools. Through these combined efforts, the district identified that selecting a Transformation Model of Intervention at Schuyler High School best fits the needs of the building and district.

- B.2 Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors must include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union. Indicate how the District will ensure that each Tier I and Tier II school that it commits to serve receives all of the State and local funds it would receive in the absence of the School Improvement Grant funds and that those resources are aligned with the interventions.

Schuyler Community Schools has demonstrated capacity to bring this project to scale and fully implement all aspects of the Transformation Model of Intervention at Schuyler Central High School.

The Board of Education was formally notified at the May 11th board meeting about the application for a High School School Improvement Grant.

Superintendent Dr. Dan Hoelsing has a long history of reform efforts in his thirty-three years of experience. Committed to student outcomes, Dr. Hoelsing has successfully led several school districts in strategic community-school partnerships.

The administrative staffs of SCS have a total of over 256 combined years of experience in education between ten administrative positions including superintendent, principals, activities director, technology coordinator, and curriculum director.

The district employs approximately 139 certificated staff and reports a total of 130.66 FTE on the Nebraska Department of Education's State of the Schools 2013-14 report. Analysis of the

district's profile on the state's website indicates a slightly higher than state average of highly qualified teachers.

	SCS Courses	SCS NCLB Qualified	State NCLB Qualified
Content Area	#	%	%
CIVICS AND GOVERNMENT	12	100.00%	98.62%
ELEMENTARY	58	100.00%	98.80%
ENGLISH LANGUAGE ARTS	323	100.00%	97.21%
FOREIGN LANGUAGES	50	100.00%	99.28%
HISTORY AND GEOGRAPHY	109	100.00%	98.01%
MATHEMATICS	178	100.00%	97.04%
NATURAL SCIENCES	157	100.00%	98.23%
VISUAL AND PERFORMING ARTS	88	100.00%	99.56%
OVERALL COUNT/AVERAGE	975	100.00%	98.24%

While SCS has a higher than state average of teachers who are considered highly qualified, it has a slightly lower than state average number of teachers who have earned a master's degree.

	Total Teacher FTE		Total Teacher Count with Masters Degrees		Percentage of Teacher Count with Master's Degrees	
Years	State	District	State	District	State	District
2008-2009	24,331.56	119.99	10,712	43	42.41%	35.54%
2009-2010	24,467.68	124.8	11,207	47	44.10%	37.30%
2010-2011	24,633.92	130	11,692	52	45.72%	40.00%
2011-2012	24,131.83	130.76	11,889	60	47.46%	45.45%
2012-2013	24,253.79	126.65	12,401	55	49.27%	42.97%
2013-2014	22,302.34	130.66	11,878	56	51.73%	42.42%

As mentioned in the previous section, the district is in the second year of a comprehensive strategic planning process. The district has expanded opportunities for working families to participate in the planning process. The capacity of the district to involve all stakeholders has included taking the process to Cargill. Cargill employees were provided the opportunity to participate in planning sessions at the work site during times that best met their needs. This practice is indicative of the efforts presently being executed to ensure all stakeholders are involved in the process.

In addition to district resources, SCS is building on already existing partnerships with organizations like the Central Nebraska Community Services and Educational Service Unit #7 in Columbus. Through these partnerships, the district is maximizing resources and support. Currently, SCS contracts with ESU #7 for several services including special education support, distance learning opportunities, and professional development. When necessary, SCS seeks out leaders in specific specialty areas to ensure that the best possible opportunities, strategies, and resources are being researched and reported back to the district. These types of opportunities include memberships in the state technology association (NETA), state school boards association, and other state, regional, and national organizations.

Through these connections, SCS knows that systematic change requires thoughtful planning and research that includes stakeholder support. The district adopted a formal and comprehensive

accreditation and school improvement policy handbook at the January 14, 2013 school board meeting. The policy outlines the district's capacity for continuous improvement based on the recommendations of the September 2012 AdvancED external review. The beginning stages of this process are proof of the commitment to continuous improvement that is necessary to accomplish a comprehensive project like this school improvement grant. The plan calls for the following:

- Development of a district steering committee
- Committee meets monthly
- Committee coordinates activities
- Posting of Improvement process to district website.
- Collection and analysis of district, school, and student data
- Development of goals

It is clear that SCS is committed to move from plans to systemic actions. According to Lee Jenkins, there are four components to systems thinking; appreciation for a system, knowledge about variation, theory of knowledge, and psychology. As educators, it is imperative that systems are developed and supported that best fit the needs of all stakeholders. It is through these systems that educators will be able to identify variations and then use knowledge and psychology to address the variations. The district has clearly begun the work of systems thinking, is in the capacity building stages, and ready to take the process to the next level. The high level of leadership from the administration and board provides that support necessary to support this process.

In addition, Schuyler Middle School has met with tremendous success in the implementation of their 2014 SIG. Due to the overwhelming improvement of student engagement and technology integration with the eighth grade class, the district leadership felt that it was imperative to provide a continuation of these activities and learning opportunities during their transition to the high school. Without support from this current SIG, the leadership is concerned that the promising processes and learning tools utilized on a daily basis by these students will not be as easily implemented by Schuyler Central High School teachers thus providing possible frustration for the new ninth grade class.

- B.3 If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity must address the same factors listed above: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union. A district with both Tier I and Tier III schools may not elect to serve only Tier III schools.

THERE IS NO TIER 1 SCHOOL IN THE DISTRICT – THIS APPLICATION WILL SERVE A TIER II SCHOOL

- B.4 ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turnaround may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. (1) If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; the procurement method used for securing and selecting the provider(s); (2) and how the district will regularly review and hold accountable the selected provider. Note: The Intervention Project Manager is not considered an external

provider since he/she must be an employee of or on contract with the district and work full or part-time in the school.

EXTERNAL ASSISTANCE

Community Training & Assistance Center (CTAC)³

Because Schuyler Community Schools is committed to systemic interventions, it was determined that should the grant be awarded, Schuyler High School will require the support of an organization with extensive experience in leading systemic transformations of schools but most promising, the organization that has lead the work at Schuyler Middle School this past year.

Research for the purpose of the original Middle School application indicated that the best possible action is to work with one of the nation's leading experts in educational and organizational change. The vendor selected is the organization that has led reform efforts of the Charlotte-Mecklenburg School District for the past several years. In part due to their leadership, Charlotte-Mecklenburg was named 2013 recipient of the National School Boards Association's (NSBA) Council of Urban Boards of Education (CUBE) Annual Award for Urban School Board Excellence. In addition, and most notably, the district also received The Eli and Edythe Broad Foundation 2011 Broad Prize for Urban Education, the largest education prize in the country. The annual prize honors school **districts that have shown the greatest gains in student achievement while reducing achievement gaps for poor and minority pupils**. Due to Schuyler's unique demographics in comparison to other Nebraska schools, it was determined that support from a vendor with specific skills in supporting minority and low-income students would best serve the district. Most importantly, however, is the commitment of this organization to facilitate work in conjunction WITH stakeholders and not TO stakeholders.

CTAC has decades of experience working with states, school districts, and individual schools throughout the country to address their most challenging problems. By identifying the root causes of underperformance and engaging all constituencies in developing, implementing, and evaluating solutions, CTAC will help SHS achieve significant, sustainable improvements that have a real impact on student growth. They have proven their ability with the work they have done this past year with Schuyler Middle School and believe similar success may be obtained at the High School.

Through their assistance, CTAC will help Schuyler Central High School achieve dramatic results by identifying and addressing the root causes of persistent underperformance.

Their approach is based on leading national research on organizational improvement in the fields of education, community development, and the corporate sector. Their approach is markedly effective because it:

- Focuses on causes, not symptoms, of underperformance
- Engages the entire school community, including administrators, teachers, students, and parents
- Employs data on student academic growth as well as data on organizational conditions, as viewed by all stakeholders

At the heart of the process is the principle that progress is driven and judged by its impact on student achievement. CTAC provides assistance and tools that will enable the school to identify underlying causes of organizational needs and take targeted action for school improvement.

The process includes:

- Additional comprehensive data analysis. CTAC analyzes data from a range of sources, presenting information in user-friendly formats designed to foster insights.

³ <http://www.ctacusa.com/>

While some of this initial work has been done in preparation of this application, additional technical assistance and training to develop effective data systems and interpret the data will be conducted.

- Additional organizational assessment. This process engages all constituents in analyzing the school's core organizational conditions—from climate, curriculum and teacher quality to principal effectiveness, district office support, and parental involvement.
- Additional comprehensive school profile. CTAC summarizes findings of the data analysis and organizational assessment, and their implications. They then facilitate carefully guided analyses among school staff and improvement teams, the community and district staff to pinpoint the root causes of achievement gaps. As evidenced by the work at the Middle School, teachers began to focus on specific instructional strategies that were needed and identified by the evaluation, observations, and surveys conducted during the beginning of the year at the Middle School.
- Systemic school improvement planning and implementation. Using insights gained, CTAC will work with staff and leadership teams to develop and implement effective school change strategies. Throughout the process, they will provide intensive on-site technical assistance and training—to school teams, principals, district office staff, the community, and school board—to ensure a successful school transformation.

Lee J. Rutledge, Program Specialist for National School Reform at CTAC, will facilitate the process. Lee also provides technical assistance to State Education Agencies (SEAs) through the federally funded Northeast Comprehensive Center. In that role, he is working with both Maine and Vermont on personalized learning initiatives so will be instrumental in leading SMS through the process.

Implementing the Standard Bearer Schools Process

The SBS process unfolds through a series of phases. In the initial Diagnostics phase, CTAC works with school leaders to gather the school, student, and teacher data that comprise the Comprehensive Data Analysis. CTAC disseminates The Organizational Assessment Survey and prepares results for review. This is a period of study as CTAC begins to understand the school context and current status of student performance. At the same time, CTAC fosters collaborative relationships with all stakeholder groups and work with the school to organize the working team at the school. As a more complete picture of the current status of the school emerges, CTAC guides the school-based team in the development of the School Profile. This summary view of the school is used in the Root Cause Analysis phase, where the goals are to identify gaps in student learning and to set priorities for next steps. School leaders and teachers examine these priorities and collaborate to develop a Plan of Action in the next phase. The school plan is adapted and strategies for promoting success are outlined. In the final phase, the new plan is Shared, Revised, and Implemented.

The steps undertaken in each phase are outlined in Figure 1 below. The descriptors accompanying each step identify typical actions that take place during that step. They are not intended for use as a checklist but rather as a heuristic or prompt to assist the planning team in being thorough in their analysis. The focus of the analysis is based on work completed by CTAC and all team members during the initial diagnostic phase. A vital early step, once areas of need have been identified, is to prioritize the most important issues to be addressed in the school. The foci of this work can include, but are not exclusive to, working more closely with special needs students or those with limited English proficiency, eliminating barriers to school performance, addressing staff professional development needs, or developing new strategies for improving parental engagement. The example below includes ten steps, but the process can be divided into fewer steps. Nonetheless, as good teachers know, when mastering a new process, it is often better to break it into several smaller steps.

Figure 1: Ten Step Process

Phase 1: Diagnostics	Step One: Establish norms and set purpose.
	<ul style="list-style-type: none"> ▪ Develop working norms for the group. Include considerations to build group trust and prepare to share findings with the wider school community. ▪ Revisit standards as the primary benchmark for student learning. ▪ Revise, as needed, the alignment among standards, materials, teaching practices, and assessments. ▪ Develop a statement of purpose based on increasing student learning.
	Step Two: Analyze perceptual data from stakeholders.
	<ul style="list-style-type: none"> ▪ Consider the population of the school and community. ▪ Examine their perceptions about the school using the Organizational Assessment Survey and other sources. ▪ Develop objective statements about what the data show.
Phase 2: Root Cause Analysis	Step Three: Analyze student data coinciding with conditions shown in the OAS.
	<ul style="list-style-type: none"> ▪ Disaggregate the annual achievement data by income, ethnicity, program, gender, grade level, language, teacher and other demographic or program categories that may help explain achievement outcomes. ▪ Look for patterns in data at the school, grade, and student level. Look at the clusters or subtopics in the assessment for greater specificity. ▪ Look at other assessments of the same students for parallel findings. ▪ Look at other data, including but not limited to perceptual data, behavioral data, school program and process data. ▪ Use tests of statistical significance to determine if the differences matter.
	Step Four: Identify critical issues.
	<ul style="list-style-type: none"> ▪ Determine through data analysis and then select those areas where significant groups of students are achieving below standard and/or that show student achievement is flat or has declined over time. ▪ Record issues that emerge from observable patterns in the data. ▪ Look for similar trends in multiple years of data. ▪ Compare with state, district and demographically similar schools. ▪ Identify areas of growth and/or strength in student achievement patterns. ▪ Examine relationships among or between critical issues and events (e.g., math scores are down; new learning standards adopted during the previous year).
Phase 3: Develop a Plan of Action	Step Five: Probe for causation.
	<ul style="list-style-type: none"> ▪ Continue to ask questions about observable patterns in the data and about the character of the data with regard to the critical issues identified. ▪ Develop hypotheses about the possible reasons for the observed patterns and trends. ▪ Use perceptual, program, and teacher data to test hypotheses and to probe for possible causes. ▪ Collect additional data and input if needed (e.g., conducting interviews or focus groups with students, parents, and/or teachers on a topic).
	Step Six: Determine priorities for improvement.
	<ul style="list-style-type: none"> ▪ Determine what the school <i>can change</i> (programs, processes, professional knowledge and skills); what it <i>may influence</i> (behavior, parent involvement, communication); and where it <i>may need to intervene</i> (pre-school, tutorials, parent visits, etc.). ▪ Select a manageable number of priorities as the focus of school improvement. The priorities should be grounded in the root causes of the critical issues identified above.
Phase 3: Develop a Plan of Action	Step Seven: Develop strategies.
	<ul style="list-style-type: none"> ▪ Search for potential strategies to address the priority improvement areas. ▪ Use educational research findings or best practices as a decision-making tool when selecting and developing strategies. ▪ Plan strategies to address the priority improvement areas. ▪ Determine when professional development is the strategy itself and when it is a support for the implementation of another strategy. ▪ Consider conducting small action research projects to test out strategies before deciding on full implementation. ▪ Consider how you will know that a strategy is producing the desired result.

Phase 4: Share, Revise and Implement the Plan	Step Eight: Review and revise the school plan.
	<ul style="list-style-type: none"> ▪ Communicate with stakeholders about the planning process and opportunities for input. ▪ Evaluate the progress on previous improvement plan activities. ▪ Consider how the new priorities fit into the current plan. ▪ Ascertain that the budget will support the improvement priorities. ▪ Draft a proposal for the revision of the school plan that includes the rationale for any change and the impact on resources (staff and funds). ▪ Include a description of the rationale for implementing a new strategy, the expected results, and the planned evaluation of the effectiveness of the strategy.
	Step Nine: Share decisions and revise again as needed.
	<ul style="list-style-type: none"> ▪ Share the key elements and actions of the draft plan and solicit input from representatives of the stakeholders. ▪ Ascertain from the process any implementation needs of staff members. ▪ Agree on and record implementation activities, dates, and timelines for completion.
	Step Ten: Implement the new plan.
	<ul style="list-style-type: none"> ▪ Begin the new school term with a review of the plan priorities and strategies. ▪ Designate plan monitors to help the school stay on task, provide updates, and celebrate milestones. ▪ Review the new achievement data from the spring assessment and begin the process again.

As is evident from the illustration, school improvement planning is a cyclical process. It requires a leader with strong management, analytic, and communication skills, all of which are developed through the process itself with assistance from CTAC staff. It is important to recognize that this process is *recursive* so that the planning team may return to an earlier step or phase for clarification, focus, or re-direction. It is this recursive nature of whole school reform planning and implementation that allows schools to “get it right,” to make mid-course corrections as needed. It is also possible, that multiple teams within the school could be working on separate needs simultaneously.

Through the Standard Bearer Schools' data analysis, organizational assessments, and inclusive planning processes, the school teams are better equipped to develop strategies and priorities, and to realign management systems based on actual data on student achievement and school conditions. Teachers will be able to utilize data in a more powerful way to closely monitor the progress of their students and to effectively reach out to other teachers and professionals for best and effective practices for meeting educational challenges that they may be facing. This creates a pathway for site improvement that is comprehensive, coherent and fully focused on student achievement.

CTAC has extensive experience working with several content providers and has first hand experience working with Discovery Education this past year at the Middle School. The role of CTAC is to ensure that all vendors/processes operating in the school are working together as a comprehensive system and not pockets of isolated practices. Through CTAC's leadership, the school will build capacity to sustain the necessary systems long after grant funding is expended.

Personalized Learning BlendEd Content Provider

As Schuyler High School has identified a need to personalize learning paths for students, it will be necessary to identify specific software systems that will integrate student assessment data, curriculum mapping, instructional resources, and student information into systems that will support individualized learning for students in a truly personalized BlendEd format.

Schuyler Community Schools is having success with the work they are currently doing with Discovery Education. It is the goal of Schuyler Central High School to build on SMS's successful relationship with Discovery Education.

Through Discovery's resources, Schuyler Central High School will utilize SIG funds to build a personalized system that will revolutionize individual learning paths for all students.

The process being proposed is a true digital transformation that will map resources with student needs based on solid learning protocols. The first step in the process will be providing teachers with some personalized supports through professional development sessions during the first year of planning. During the second year, DE will begin mapping and pacing of digital resources to the school's standards-aligned curriculum. Each of the core content areas, English-Language Arts, Math, Science, and Social Studies will be mapped. Teachers and administrators will work to identify not only Discovery content, but also open digital learning resources, state and ESU provided resources, and teacher-made resources. These resources will then be mapped and tagged with appropriate standard and curriculum objectives. Teachers will also be taught how to revise the mapped curriculum as it is updated and revised to ensure sustainability beyond the grant.

Further along in the project, teachers will also begin the process of developing assessment practices tied to the curriculum resources. Discovery assessment tools provide interim and formative tools that have the ability to compare data for individual students, classes, teachers, grade levels, districts, state, and national norms to help teachers identify trends and areas requiring additional focus. The valid and reliable measures of state standards allow teachers to see student growth and monitor progress. The system includes a universal screener that accurately predicts student proficiency and "at-risk" status allowing for both intervention and enrichment opportunities. And most importantly, assessment results push content to students based on student need and teacher input from the library of digital resources that have been aligned to SCHS's curriculum and state standards through the curriculum mapping process. **This assessment system will work in conjunction with district-wide assessment protocols and not serve as a replacement of the Rule 10 required national assessment.** Discovery assessments are meant to provide frequent opportunities for feedback concerning individual student learning and as such, become a natural part of a student's experience that allows them to fully maximize digital learning resources.

The process of digital transformation relies on the commitment and support of the educators involved in the process. Too many times, districts have invested in technology tools but done little in investing in the processes and support necessary to fully support a true transformation. This is why beginning in the planning year and then increased during the implementation years, this project will focus on not only the tools and resources necessary for this transformation but the professional development and long-term support necessary to ensure that all educators, students, and parents are capable of maximizing the learning potential associated with such a project.

Discovery Education professional development is well equipped to provide the professional development necessary to make the transition from digitizing traditional learning methods to truly reimaging learning. This cannot be accomplished in four or five days of set and get workshops during the summer, but rather, will require on-going job-embedded support. In addition to the introductory digital transformation boot camp, teachers will be supported IN the classroom. In year two of the project, we are proposing a professional development model that will bring digital learning experts into the classroom to model lessons and then work with individual teachers to assist them with lesson development, best practices, and resource deployment. These personalized relationships will support each teacher as individuals, just as teachers support the individual needs of students. In addition, this model of professional develop will work to build capacity for the teachers of this school to coach and support each other beyond the grant.

Year one planning funds will be expended to begin the digital transformation work during the second semester through on-site professional development. Curriculum mapping and on-going classroom personalized professional development will begin in year 2.

- B.5 Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a schoolwide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve

staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.

Previous sections of this application had identified additional district supports. The district will provide support for the Schuyler Central High School's Transformational Model of Intervention through several key components. These components may include but are not limited to:

- Curriculum alignment, pacing and implementation
- Professional development
- Professional learning communities
- Teacher and leadership evaluation
- Data systems that support student learning
- Expanded learning opportunities for students and families

In addition to this school improvement grant, the district will support the efforts through district funds. The SIG project will be aligned with other district initiatives to maximize systemic processes and limited resources.

B.6 If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.

- Some changes may require approval of the local union.

Schuyler Community Schools provides support for individual school building flexibility. Decisions regarding extended learning opportunities will be at the discretion of the school with final approval by the superintendent and board of education. The district agrees to support Schuyler Central High School in the implementation of the SIG project through district policy and board action as necessary to meet all requirements of the proposal.

B.7 Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the district will place an emphasis on building structures, systems, and processes to support reform efforts, including the creation of formal mechanisms and feedback loops to capture data from the field to inform continuous professional development and effective program implementation; shifting existing resources to support activities that have demonstrated success; and creating and sustaining strategic partnerships with community stakeholders that assist in maintaining community support and leveraging resources after the grant period ends.

The project being proposed will have maximum sustainability due to the systemic nature of the proposal. The project is based on developing systems that support continuous improvement based on data systems and instructional resources. Once the system is developed and deployed, the process will be in place to move the school forward, monitoring and adjusting practices as dictated by data.

In addition to developing these systems, the process will be highly transparent to all stakeholders. By involving parents, teachers, leadership, and the community, the needs of the school will be clearly articulated. When families and community members are involved in the

decision making process, they are more likely to sustain processes they were involved in developing.

The district is committed to provide support of on-going positions that are determined to be fundamental to student and teacher success including the possibility of retaining a part-time technology integration specialist to support the digital transformation this project will embrace.

And finally, through normal attrition and retirements, the district will absorb the administrative position supported through this SIG. The position must be supported through this project in order to fully support the transformational changes being proposed.

- B.8** The district must describe its consultation, as appropriate, with relevant stakeholders regarding the district's application and implementation of the school improvement models in its Tier I and Tier II schools. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for setting rigorous goals or adopting these goals if using the variation of the Transformation model. If the district goal will be the same as the State goal, complete the district column with "Same".

Area	State Goal	District Goal
Reading	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.
Math	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.

Leading Indicators

Leading Indicator	State Goals	District Goals
AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	Fewer NOT MET AYP decisions
Graduation rate (high	Measurable increase from the previous	Measurable increase from the

schools only)	year	previous year
College enrollment rate (high schools only)	Measurable increase from the previous year	Measurable increase from the previous year
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy	Measureable improvement from previous year (or baseline for initial year of grant)	Measureable improvement from previous year (or baseline for initial year of grant)
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	Measurable improvement from previous year (or baseline data for initial year of grant)

Statewide Average Change (2013-14 AYP Data)				
	Reading		Math	
Group	Percentage	District	Percentage	District
All Students	0.73	Same	2.38	Same
American Indian / Alaska Native	1.41	Same	5.26	Same
Asian	0.19	Same	-0.17	Same
Black or African American	1.04	Same	4.04	Same
English Language Learners	0.37	Same	3.79	Same
Hispanic	1.46	Same	3.91	Same
Native Hawaiian or Other Pacific Islander	-0.98	Same	6.03	Same
Special Education Students	0.46	Same	1.96	Same
Students Eligible for Free and Reduced	0.84	Same	2.94	Same
Two or More Races	-0.31	Same	1.28	Same
White	0.73	same	2.14	Same

- B.9 Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.

The district began a SIG planning committee upon notification of the eligibility of SIG funds. The following people were involved in the planning process:

- Superintendent: Dr. Dan Hoelsing
- Future HS Principal: Stephen Grammar
- Curriculum Director: David Gibbons
- Schuyler Central High School Leadership Team (9 teachers)
- ESU Representative: Diane Wolfe
- Schuyler Community Schools Board
- Conference Calls with Representatives from Discovery Education and CTAC
- Input from strategic planning members that included all staff/parents/community members
- Input from Schuyler Middle School Teachers involved in the current SIG

When the grant is funded, the district will assign Intervention Manager duties to new High School Principal, Stephen Grammar. The current Schuyler High School leadership team will be the formal body set to lead the project. The leadership group will meet a minimum of once a week upon announcement of the award until full implementation begins. Meeting minutes will be posted to the school website. Upon full implementation, the LT will formally meet twice each month.

- B.10 Describe how families and community will be meaningfully engaged on an “on-going” basis for the duration of the selected intervention model beyond the planning/pre-implementation stage of the grant.

Schuyler Community schools has worked extremely hard the past two years in reaching out to parents and community members through the district’s strategic planning process. Efforts have been made to include parents that work non-traditional hours by holding sessions at the largest employer, Cargill. In addition, a school-community liaison for the Schuyler Middle School SIG project has been employed.

Also, the Schuyler Middle School SIG project will be installing a student broadcast center at the Middle School during year 2 of their SIG project. This will provide the opportunity for students to develop and broadcast school news through the web as well as the local cable access channel.

As part of the Schuyler Central High School SIG project, parents will be included in data collection and surveys concerning perceptions about the school. The district will continue to work with local and regional media outlets as well as other social organizations and community businesses to continue to involve parents, families, and community members in all school activities.

- B.11 Describe how the district will implement, to the extent practicable, in accordance with its selected intervention model, one or more evidence-based strategies to improve student achievement in the selected school.

Working with the CTAC organization to lead the standard-bearer process guarantees the use of evidence-based strategies that will improve student achievement. As CTAC assists the school in identifying issues related the factors leading to under achievement, research based strategies are presented, supported and evaluated.

For instance, CTAC utilizes much of the work of John Hattie as well as Dr. Bob Marzano. Each of the strategies identified for implementation during the standard bearer process will be evidence-based.

- B.12 Planning/pre-implementation activities/costs are allowable for this grant. Districts must identify the amount and provide a description of the use of any funds awarded under this application for planning/pre-implementation year 1 activities. The District will determine whether year 1 is a planning year or an implementation year. See page 56 of the 2015 guidance at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

A budget for "Planning/Pre-Implementation Activities" is included on the budget pages.

Planning/pre-Implementation activities will be evaluated based on: (a) relevance to the plan as a whole, (b) whether the activities are reasonable and necessary and directly related to the requirements of the selected model, (c) address the identified needs from the Analysis of Need, (d) represent a meaningful change that has promise for improving student achievement from prior years and is research based, (e) represents a significant reform that goes beyond the basic educational program, and (f) meet the "supplement not supplant" requirement. Allowable activities for planning/pre-implementation costs include:

- Family and Community Engagement: holding parent and community meetings to review school performance, discuss intervention models and develop school improvement plans;
- Rigorous review of external providers;
- Staffing: recruiting and hiring a new principal and new teachers;
- Instructional Programs: provide remediation and enrichment to students through programs with evidence of raising achievement, identify and purchase instructional materials that are research-based and aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, and devising student assessments;
- Professional development and support: providing professional development to help staff implement new or revised instructional programs aligned with the school's plan and SIG intervention model; and
- Preparation for Accountability measure: developing and piloting a data system for use in SIG funded schools, analyzing data, developing and adopting interim assessments, etc.

Year 1 of this project will be a pre-implementation/planning year that will include the following activities:

1. Begin work with CTAC to gather data and conduct analysis of root causes to student under performance.
2. Being work with Discovery Education to provide three over-view professional development days with teachers to begin the support for using digital tools with students. This work will be done second semester.
3. Provide Schuyler Central High School teachers with access to Discovery Education Streaming Content in year one. This will allow teachers to begin to explore the content and matching

resources with curriculum prior to mandatory implementation of the products in year 2 of the project.

PART C. LEA-LEVEL BUDGET

A LEA-level budget is needed *only* if the district is requesting funds for LEA-level support for the school(s) to assist in implementing one of the models as identified in question B.1. above. LEA-level costs are allowable but cannot cause the entire application to exceed the established funding limitations (\$50,000 to \$2,000,000) per school and must clearly be LEA-level activities and necessary to assist the school(s) to implement one of the models.

- C.1 Describe the proposed activities, including the planning/ pre-implementation activities, and how the activities will assist the school(s) to implement, fully and effectively, one of the intervention models within the time period of this grant. See B.10 above for requirements, allowable uses, and evaluation of planning/ pre-implementation costs included in LEA-level budgets.

The LEA is not requesting any funds. All funds will be expended at the school building level.

- C.2. The District may choose to complete the optional LEA-level Budget for District-level support among all Tier I, Tier II, and Tier III schools receiving a School Improvement Grant. If a District is submitting an application for only one building, costs for LEA-level activities designed to support implementation of the selected school intervention model in a Tier I, Tier II or Tier III school *may* be included in the budget for the building. The link to the Budget Form is:
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

The LEA is not requesting any funds. All funds will be expended at the school building level.

The EXCEL Spreadsheet contains all budget pages, from three to five years, including a summary budget for the entire application. Attachment C contains a sample budget page.

NOTE: NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant period comes to an end.

PART D. ASSURANCES

By submitting this application, the District assures it will do the following (Double-click the box and select "Checked."):

- ☒ (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- ☒ (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- ☒ (3) Ensure that each Tier I, Tier II and Tier III school that it commits to serve receives all of the State and local funds it would receive in the absence of school improvement grant funds and that those resources are aligned with the interventions;
- ☒ (4) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- ☒ (5) If it implements an evidence-based, whole school reform model in one or more eligible schools, implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served and partner with a whole-school reform model developer;
- ☒ (6) For an LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA that chooses to modify one element of the turnaround or transformation model under the rural flexibility offered in section I.B.6, meet the intent and purpose of that element;
- ☒ (7) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG applications, to recruit, select and provide oversight to external providers to ensure their quality;
- ☒ (8) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- ☒ (9) Report to the NDE the school-level data required under section III of the final requirements including baseline data for the year prior to SIG implementation.

PART E. WAIVERS

Check each waiver that the district will implement. (Double-click the box and select "Checked.")

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools that fully implement a SIG model beginning in the 2015-2016 school year.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Section 2. SCHOOL LEVEL INFORMATION

Complete a Section 2 for each school included in the application.

PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL

Each school must conduct and complete the Analysis of Need (A.1.). That information should be used to select an intervention model. Action Plans (A.2.) and budget forms are designed to be utilized for all approved models. Applicants should duplicate forms as needed and delete unnecessary forms before submitting.

School Level Information for Tier III Schools

- Tier III schools that are Title I schools in school improvement, corrective action, or restructuring have the option to use these funds to support, expand, continue or complete the schools Needs Improvement plan. These schools must complete the Action Plan (A.3.).
- Tier III schools that are eligible for, but do not receive, Title I funds can only apply to use these funds for a variation of the Transformation intervention model. The school must meet all of the requirements EXCEPT requirements A1 and C1. The Action Plans note this option for these Tier III schools.

The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager (IPM). The IPM will have, at a minimum, a current Nebraska teaching certificate. The position will be at the school level. The Intervention Project Manager (IPM) must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and reporting progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Prior to completing the school Level Information, it is important to read the Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the six intervention models and is on NDE's Title I-A school improvement homepage at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and Improvement Plans included in the NCLB Consolidated application, if available.

Student Achievement and Leading Indicators

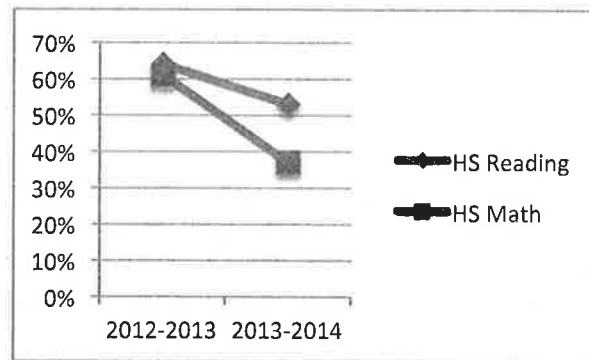
This analysis must include information on the following student achievement and leading indicators for each school included in the application. Annual reporting is required of each district receiving an ESEA Section 1003(g) School Improvement Grant on both. The data submitted in this application will be the baseline data for measuring progress in each of the three years of the grant.

Complete the table below using 2013-14 data. Provide an explanation if any data is not available.

Reporting Metrics for the School Improvement Grants	
Student Achievement not captured on the Profile from the State of the Schools Report	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	32%
(2) Graduation rate (AYP graduation rate for high schools only)	90.43
(3) College enrollment rate (high schools only)	low
Leading Indicators	
(4) Number of minutes within the school year	69,996
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	50 or 10%
(6) Dropout rate (total for high schools only)	Still calculating
(7) Student attendance rate	92.76%
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	216
(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

- (a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

An analysis of Schuyler Central High School's NeSA data indicates that student achievement falls well below the state average in all four core tested areas. In particular, there was an actual decrease in achievement in both reading and math between 2012-2013 and 2013 -2014 testing.



In addition to reading and math, both writing and science achievement data indicate that Schuyler Central High School students are achieving far below the state average. In addition, there has been little to no progress made in decreasing the achievement gap between students at Schuyler Central High School and the state average. In fact, between the years of 2012-13 and 2013-14, there was a significant increase in the achievement gap in math.

Year	HS Reading	State Reading	HS Math	State Math	HS Science	State Science
2009-2010	50%	69%				
2010-2011	47%	72%	44%	63%		
2011-2012	58%	74%	49%	67%	58%	67%
2012-2013	64%	77%	53%	69%	62%	70%
2013-2014	61%	77%	37%	71%	63%	72%

High School Differences	Reading	Math	Science
2009-2010	19%	N/A	N/A
2010-2011	25%	19%	N/A
2011-2012	16%	18%	9%
2012-2013	13%	16%	8%
2013-2014	16%	34%	9%

There are several factors that play a role in student performance. Any given factor has the ability to positively or negatively impact student achievement and most likely, the combination of several factors make it difficult to specifically identify which strategy, resource, or practice makes the difference between success and failure of any given student. There are so many variables involved that the process of transforming this building will require the assistance of several providers, resources, interventions, and processes that individually, have the potential to improve student outcomes. Working together, however, they will create an entire system that will propel this building forward.

This project will work to improve student achievement in all core academic areas through highly engaging personalized learning formats aligned to robust standards-based curriculum and digital resources.

The first step in the process will be to work with CTAC to identify the root causes of student underperformance. Following the first three phases of the standard bearer schools process, the educators of SMS will work during the fall of 2015 to begin specific interventions as identified during the process.

Schuyler Central High School educators know that at the base of all great systems there are highly trained and effective teachers, quality curriculum and content, and engaging instruction. With support of CTAC, SCHS educators will begin the work of aligning all of these aspects of quality education.

- (b) **Programs/Services Profile** – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?

In the past, Schuyler Central High School has done little outside of the normal school day to support students and families. In the past three years, however, a family resource center has been established at SMS. This resource center is operated through district funds and community donations. The center provides translation services, ELL instruction for adults, and community education including cooking classes, income tax assistance, GED classes, Tai Chi, and computer classes.

In addition to the family and community support, the district provides some limited summer school programming. Summer school for credit recovery is held each summer. As part of the ESU #7 migrant cooperative, migrant students are offered some summer programming.

After-school tutoring and homework help are provided through district in a program called AskTime.

SCHS provides several extra curricular activities for students including athletics, speech and drama, one-act plays, Family and Consumer Science Club.

- (c) **Staff Profile** – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?

Schuyler Central High School reports 38.11 FTE for the 2013-14 school year. Of those reported, 22 have master's degrees. This is slightly higher than state average.

	Total	Percentage with Master's Degrees
State	22,302.34	51.73%
District	130.66	42.42%
Schuyler High School	38.11	52.38%

The average years of service for SCHSS teachers is 15.36 years, which is slightly higher than the state average of 14.56.

Data from the strategic planning process indicates that the SCHS teachers are extremely concerned about the use of technology in the classroom. While the district adopted a 1:1 I-pad initiative for grades 9-12, little teacher training and support has been provided at the high school. The strategic planning data reveals that the top three areas of concern for SCHS teachers are:

- Provide training and support for staff, students and parents to acquire the skills necessary to effectively use technology to improve learning.
- Provide a well-rounded curriculum that promotes critical thinking skills, creativity, and 21st century skills.
- Provide a strong vocational program at the middle and high school levels to build job skills and prepare students for post-secondary education and/or the workforce.

- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?

Following the September 2012 AdvancED visitation, the district began work on several instructional practices based on the results of the external visitation report. Beginning in the fall of 2013, the district's calendar reflected a Friday early dismissal to support curriculum work and professional learning communities (PLC). Based on the work of Rick DuFour, the staff of SMS has been conducting PLCs. In addition to PLC work, the staff has received professional development on Marzano's Reflective Teaching strategies. This work will continue at the district level. The SIG grant, however, will build on these processes. Additional summer work will be necessary to begin the CTAC process to clearly articulate the additional interventions and timelines necessary to fully transform the school.

In addition to the district level work, SCHS teachers will also begin work on a new teacher evaluation system and the development of teacher coaches. Both interventions will follow the Marzano format of quality instruction.

Teachers will also begin the work to improve the school's curriculum and resources. Currently, individual technology devices are available to students in grades 9-12. Teachers need continued support to fully implement a personalized learning format for students that matches student needs with digital resources and highly engaged learning formats. Discovery Education will lead two major components of this process. First, teachers will be provided several levels of professional development in technology tool usage. During the spring of 2016, teachers will attend three full day workshops where they will receive individual and group instruction in how to utilize the technology tools in their classrooms.

Secondly, beginning in the fall of 2016, each curriculum area will initiate the process of mapping and pacing the school's curriculum. The process will include not only articulating each indicator but also the very important task of identifying digital and traditional resources that support each indicator. And finally, each indicator and resource will be mapped to specific assessment items and protocols. This alignment of all resources and assessment tools will provide a robust repository that will align student need with available resources.

Next, professional development for using digital tools will continue through in-classroom support from Discovery distinguished educator leaders. These leaders will work individually with each teacher to model classroom lessons, support the planning and lesson development process, and provide feedback for lessons. This one-on-one coaching-modeling will mirror the Marzano teacher-leader and coaching work being done at the same time.

CTAC will facilitate all intervention processes to ensure that all systems are working towards the identified outcomes in systemic fashion and not as isolated pockets of haphazard and random strategies. A key component of this process is the on-going and continued reflection of student data, teacher input, community involvement and professional guidance.

- (e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

The district adopted a formal and comprehensive accreditation and school improvement policy handbook at the January 14, 2013 school board meeting. The policy outlines the district's capacity for continuous improvement based on the recommendations of the September 2012 AdvancED external review. The beginning stages of this process are proof of the commitment to continuous improvement that is necessary to accomplish a comprehensive project like this school improvement grant. The plan calls for the following:

- Development of a district steering committee
- Committee meets monthly
- Committee coordinates activities
- Posting of Improvement process to district website.
- Collection and analysis of district, school, and student data
- Development of goals

It is clear that SCS is committed to move from plans to systemic actions. According to Lee Jenkins, there are four components to systems thinking; appreciation for a system, knowledge about variation, theory of knowledge, and psychology. As educators, it is imperative that systems are developed and supported that best fit the needs of all stakeholders. It is through these systems that educators will be able to identify variations and then use knowledge and psychology to address the variations. The district has clearly begun the work of systems thinking, is in the capacity building stages, and ready to take the process to the next level. The high level of leadership from the administration and board provides that support necessary to support this process.

Previous sections of this application have already outlined several of the processes that have been identified to support this SIG. They include but are not limited to:

- Professional development activities during the school year to support SIG activities/work
- In-class professional development and coaching from outside providers
- Hiring of new school principal
- Robust and clearly articulated curriculum alignment with resources, mapping, and pacing
- On-line assessment formative assessment system that will assign appropriate content to individual students based on needs
- Instructional coaching model to support in-house support/coaching
- Parent involvement activities/supports
- On-going data analysis/goal setting through a formalized process developed through the assistance of CTAC

Because of the extensive work being done with CTAC, all school systems and resources will be examined in the ten-step standard bearers schools process. This will ensure an alignment of all school resources and processes to ensure a truly systemic approach to school transformation. Included in the examination will be a study of AdvancED, Rule 10, Title 1, Accountability grants, Migrant Education programing, and district policies.

- (f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

The district began a SIG planning committee upon notification of the eligibility of SIG funds and based on the success of the current Middle School SIG. The following people were involved in the planning process:

- Superintendent: Dr. Dan Hoelsing
- Principal: Stephen Grammar
- Curriculum Director: David Gibbons
- SCHS teacher leadership team
- ESU Representative: Diane Wolfe
- Schuyler Community Schools Board
- Conference Calls with Representatives from Discovery Education and CTAC
- Input from strategic planning members that included all staff/parents/community members

When the grant is funded, the district will appoint new principal Stephen Grammar as Intervention Manager as well as new Schuyler Central High School Principal. A SIG leadership team will be formed and will include members of the SCHS teacher leadership team. The SIG leadership group will meet a minimum of once a week upon announcement of the award until full implementation begins. Meeting minutes will be posted to the school website. Upon full implementation, the SIG LT will formally meet twice each month.

A.2. Action Plans

Action Plans for Tier I and Tier II Schools

When the analysis of need is completed, the school must select one of the six intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, for three of the potential five years of the grant. It is critical to read and understand the requirements of each model before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the six models provided below.

Rural Flexibility

An LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA (rural LEA) may choose to modify one element of the turnaround or transformation model so long as the modification still results in the LEA's meeting the intent and purpose of the original element. For example, if a rural LEA applying to implement a turnaround model seeks to modify the element of the model that requires the LEA to replace the principal, the LEA must demonstrate in its application how it will ensure strong leadership in the school. The LEA could do this by demonstrating to the SEA that the current principal has a track record in improving student achievement and has the experience and skills needed to implement the intervention.

Completing the Action Plans

Since all requirements of the intervention model selected must be implemented, Action Plans have been designed to ensure that each requirement is addressed. Each requirement in the intervention model selected for this school has an Action Plan. Add tables for permissible activities if implementing more than one for each requirement. Delete the Action Plans for the other intervention models.

Activity – Not all requirements will need a “new” activity. If the school has already started implementing an activity **within the last two years**, that meets the intervention requirement, it should be described. Instead of new Start and Implementation dates, it should be noted that it is or was already being implemented. Existing activities may or may not have costs from this School Improvement Grant. See question G-1 of the U. S. Department of Education Guidance.

The Key Steps must identify the short- and long-term steps needed to implement the intervention model. Major “Activities” should have sufficient detail in the Key Steps to allow a reviewer to determine whether the school has given serious consideration to the pieces that need to be accomplished in order to implement the intervention.

Action Plans are to cover the three to five year period that the School Improvement Grant is available. Optional Planning/ Pre-Implementation activities should be included in the Action Plans, if applicable, and would be included in the Year-1 budget. The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The five year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire five years, of which three years of full implementation of the chosen model is required. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate that the school will be able to implement the intervention model in the first or second year and to fully implement the chosen model the three years.

In addition to asking schools to identify, by position, the person(s) responsible for each activity, the Action Plans ask for a description of how the school will monitor progress and evaluate the process of

implementation. Each school is required to have an Intervention Project Manager who would, most likely, be the person to monitor and report progress on implementation activities.

Each Action Plan contains a field for an estimated cost over the three to five years or whatever is the duration of the grant. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to help schools identify costs by requirement since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

Planning/Pre-Implementation Action Plan 1 Transformation Intervention Model	
Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.	
Activity	Begin the Standard Bearer Process with CTAC
Key steps	<ol style="list-style-type: none"> 1. Hire CTAC to conduct Standard Bearer Process. 2. Meet with leadership team to develop timeline and meeting dates for the year. 3. Conduct student, parent, and teacher surveys 4. Begin data analysis with CTAC
Start Date	September 1, 2015
Full implementation date	December 31, 2015
Person(s) responsible	HS Principal
Monitor and evaluate	Follow the 10 step process. CTAC will work with leadership team to create timeline for each step. Adjust meetings and time line as progress is made.
Cost (Year 1)	\$50,000

Planning/Pre-Implementation Action Plan 2 Transformation Intervention Model (Add Additional Lines as Needed)	
Activity	Provide access to Discovery Education Streaming Media and provide professional development on the use of the system.
Key steps	<ol style="list-style-type: none"> 1. Contract with Discovery Education for access to Streaming Plus. 2. Contract with Discovery Education for three days of professional development. 3. Schedule DE professional development days.
Start Date	September 1, 2015
Full implementation date	May 15, 2016
Person(s) responsible	HS Principal, technology director
Monitor and evaluate	<ol style="list-style-type: none"> 1. Monitor teacher usage monthly 2. Pre and post PD evaluations
Cost (Year 1)	\$9,840

Action Plan Transformation Intervention Model - 1

Requirement (1A): Developing and increasing teacher and school leader effectiveness

(A) Replace the principal who led the school prior to commencement of the transformation model

NOTE: This requirement is an option for Tier III schools.

Activity	Hire new High School Principal
Key steps	Position has already been filled.
Start Date	July 1, 2015
Full implementation date	July 1, 2015
Person(s) responsible	School Superintendent
Monitor and evaluate	Annual performance evaluation by School Superintendent and Board
Cost for duration of grant	\$0.00

Action Plan Transformation Intervention Model - 2

Requirement (1B): Developing and increasing teacher and school leader effectiveness

(B) Implement rigorous, transparent, and equitable evaluation systems for teachers and principals, designed and developed with teacher and principal involvement that-

- (1) Will be used for continual improvement of instruction;
- (2) Meaningfully differentiate performance using at least three performance levels;
- (3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
- (4) Evaluate teachers and principals on a regular basis;
- (5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- (6) Will be used to inform personnel decisions

Activity	Fully Adopt New District Evaluation Model (Based on Marzano design)
Key steps	Training on iObservation for Teachers
Start Date	Fall 2015
Full implementation date	Fall 2015
Person(s) responsible	School principal, District curriculum director
Monitor and evaluate	Annual teacher evaluation conferences and feed back from staff
Cost for duration of grant	\$0

Action Plan Transformation Intervention Model - 3

Requirement (1C): Developing and increasing teacher and school leader effectiveness

(C) Use the teacher and principal evaluation and support system described above to Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so

NOTE: This requirement is an option for Tier III schools.

Activity	<p>1. All instructional staff that succeeds in increasing student achievement in the course of the 2016-2017, 2017-2018, and 2018-2019 school years as measured by the state NeSA scores will be compensated with an equal portion of a total pool of a \$2000 yearly stipend.</p> <p>School average meeting or exceeding the target goal on the reading and math NeSA assessment will equate to \$1000 divided equally between staff members. Example – if the school's target goal for reading is 80% of the student body will score an 80% or higher on the NeSA reading and math assessment then if this target was met, the entire staff would receive their portion of the stipend.</p> <p>Reading and Math will be calculated separately. If the school meets their goal in math but not reading then they will receive 1/2 of the \$500 and vice versa. In order to receive the entire amount they will need to meet or exceed their goal (established by the collaborative team) in both Reading and Math.</p> <p>2. It will be up to the IPM to ensure that all staff is completing the necessary work correctly, on time, and being in attendance at meetings. They will also be in charge of ensuring that goals are being met or that</p>
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	progress is being made towards goals. A recommendation of the IPM with confirmation by the school Principal for staff members not participating in SIG activities may result in a staff member being disqualified from sharing in the yearly stipend, receive a formal written reprimand, and/or placed on a formal improvement plan.
Key steps	<ol style="list-style-type: none"> 1. Develop specific reading and math achievement score targets each year. 2. Develop stipend pay policy. 3. Have stipend pay policy approved by the teacher's association and school board. 4. Have extra duty pay policy approved by the teacher's association and school board.
Start Date	August 2016
Full implementation date	August 2016
Person(s) responsible	Leadership team, teacher association, school superintendent, school board
Monitor and evaluate	The process will be monitored and evaluated by the SIG leadership team
Cost for duration of grant	\$0 – District will provide funding

Action Plan Transformation Intervention Model - 4

Requirement (1D): Developing and increasing teacher and school leader effectiveness
(D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.

Activity	Provide staff development for technology-rich instruction.
Key steps	Provide staff development for technology-rich instruction <ul style="list-style-type: none"> • Contract with Discovery Education • Provide spring 2016 technology workshops • Deploy in-classroom mentoring/coaching from Discovery educators
Start Date	January 2016
Full implementation date	January 2016
Person(s) responsible	Intervention Manager, Leadership Team, superintendent
Monitor and evaluate	CTAC will evaluate process, Discovery Ed usage reports, teacher-student surveys
Cost for duration of grant	\$120,000

Action Plan Transformation Intervention Model - 5

Requirement (2A): Comprehensive instructional reform strategies:

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards

Activity	<ol style="list-style-type: none"> 1. Align, map and pace school curriculum with digital and traditional resources 2. Deploy formative assessment system aligned to curriculum that individualizes resources based on student need. 3. Adopt digital resources necessary to support on-line digital conversion and content delivery.
Key steps	<ol style="list-style-type: none"> 1. Align, map and pace school curriculum with digital and traditional resources. <ul style="list-style-type: none"> • Contract with Discovery to lead mapping, alignment, and pacing • Develop schedule for work • Identify teachers for each curriculum area • Complete work • Implement new resources with instruction 2. Deploy formative assessment system aligned to curriculum that individualizes resources based on student need. <ul style="list-style-type: none"> • Contract with Discovery to align assessment with curriculum and content. • Develop schedule for work • Train teachers in system • Deploy system 3. Adopt digital resources necessary to support on-line digital conversion and content delivery. <ul style="list-style-type: none"> • Contract with Discovery for on-line content • Develop schedule for work

	<ul style="list-style-type: none"> Identify teachers for each curriculum content area Train teachers in use of content <p>Implement new resources with instruction</p>
Start Date	Summer 2016
Full implementation date	August 2016
Person(s) responsible	Intervention Manager, Leadership Team, superintendent
Monitor and evaluate	CTAC will evaluate process, Discovery Ed usage reports, teacher-student surveys
Cost for duration of grant	\$85,850

Action Plan Transformation Intervention Model - 6	
Requirement (2B): Comprehensive Instructional reform strategies	
(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	Implement Standard Bearer Schools Process
Key steps	<p>Implement Standard Bearer Schools Process</p> <ul style="list-style-type: none"> Contract with CTAC Schedule summer work Begin process in Fall of 2015 Continue process through on-site work by CTAC and weekly video-conferencing with teachers/leaders during the year
Start Date	September 2015
Full implementation date	September 2016
Person(s) responsible	Intervention manager, SIG leadership group, superintendent
Monitor and evaluate	The CTAC system will evaluate the process, state SIG evaluation and monitoring, board reports,
Cost for duration of grant	\$142,500

Action Plan Transformation Intervention Model - 7	
Requirement (2C): Comprehensive Instructional reform strategies (C) Provide staff ongoing, high-quality, job-embedded professional development (for example, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies	
Activity	Implement Standard Bearer Schools Process
Key steps	Implement Standard Bearer Schools Process <ul style="list-style-type: none"> • Contract with CTAC • Schedule summer work • Begin process in Fall of 2015 • Continue process through on-site work by CTAC and weekly video-conferencing with teachers/leaders during the year
Start Date	September 2015
Full implementation date	September 2016
Person(s) responsible	Intervention manager, SIG leadership group, superintendent
Monitor and evaluate	The CTAC system will evaluate the process, state SIG evaluation and monitoring, board reports,
Cost for duration of grant	\$142,500 (Duplicated from 2B)

Action Plan Transformation Intervention Model - 8	
Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)	
Activity	Expand on-line course opportunities for students
Key steps	<ul style="list-style-type: none"> • Increase course offerings through on-line programming (Odysseyware) • Increase access to more dual credit course work
Start Date	Fall 2016
Full implementation date	Fall 2016
Person(s) responsible	HS Principal, HS Guidance Councilor, Tech support personnel
Monitor and evaluate	Monitor usage by students, teachers, and parents.
Cost for duration of grant	\$0

Action Plan Transformation Intervention Model - 9	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	Utilize Naviance Course and Career Planning Tool
Key steps	<ul style="list-style-type: none"> • Purchase and install Naviance Tool • Conduct workshops and training sessions for implementation for staff, students, and parents. • Incorporate Naviance communication tools for parents
Start Date	Fall 2016
Full implementation date	Fall 2016
Person(s) responsible	HS Principal, HS Guidance Councilor, Tech support personnel
Monitor and evaluate	Monitor usage by students, teachers, and parents.
Cost for duration of grant	\$15,600

Action Plan Transformation Intervention Model - 10	
Requirement(4A): Providing operational flexibility and sustained support	
(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	Provide early dismissal PD time each week
Key steps	Board approval of early dismissal PD time each week
Start Date	Fall 2015
Full implementation date	Fall 2015
Person(s) responsible	Superintendent, HS Principal, School Board
Monitor and evaluate	School calendar, work schedules, PD session schedule
Cost for duration of grant	\$0

Action Plan Transformation Intervention Model - 11	
Requirement(4B): Providing operational flexibility and sustained support	
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	
Activity	Contract with Community Training & Assistance Center (CTAC)
Key steps	<ul style="list-style-type: none"> Contract with CTAC to provide leadership and coaching for administrators, teachers, staff, and community for school transformation. CTAC will work with the SIG leadership team and school administration to develop key timelines, strategies, and work agendas to lead the transformation process.
Start Date	April 2014
Full implementation date	September 2013
Person(s) responsible	School superintendent, SIG leadership team, school board
Monitor and evaluate	CTAC will prepare a yearly review and present findings to board of education, state SIG leaders, and building staff
Cost for duration of grant	\$142,500 (Duplicated from 2B)

List staff positions below that are anticipated to be paid with SIG funds to support the Transformation Intervention Model. (Add more lines if needed)
No staff will be paid with SIG funds. The district will provide all salary for the implementation of this Project.
List the Name of the Evidence-Based Whole-School Reform Model Chosen: N/A

A.3 Additional School Information

a – Percent Low Income reported on the NCLB Consolidated Application for this building for the 2014-2015 school year	77.4%
b – Total number of reading subgroups not making adequate yearly progress for the 2013-2014 school year	2 (All Students and F&R students)
c – Total number of math subgroups not making adequate yearly progress for the 2013-2014 school year	3 (All Students, F&R, and Hispanic students)

PART B. BUDGETS

Budget forms have been designed to assist Tier I, Tier II, and Tier III schools in budgeting for each of the three to five years of funds availability. Total amounts for each object code are calculated for each year and also transferred automatically to the total grant Summary Budget and District Summary Budget form.

NOTE: When budgeting for the three to five year period, NDE would expect to see the budgets decrease each year, excluding year 1 if it is a planning year. Keep this in mind when planning for sustainability after the grant period comes to an end.

Budget forms are found in a separate EXCEL file at:

http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

Attachments (Included as a Separate Documents)

- **Attachment A: NDE Persistently Lowest Achieving Schools (PLAS) Selection Process**
- **Attachment B: Reviewers Rating Rubric and Checklist**
- **Attachment C: Budget Pages**

SCHOOL IMPROVEMENT GRANT APPLICATION BUDGET

District Name:	Schuyler Community Schools
NDE County District No:	19-0123
School Name:	Schuyler Central High School
NDE School ID:	001

SIG Model Selected for this School

Mark selected model with an "X" below

TURNAROUND MODEL	
RESTART MODEL	
SCHOOL CLOSURE	
TRANSFORMATION MODEL	X
EARLY LEARNING MODEL	
EVIDENCE-BASED WHOLE-SCHOOL REFORM MODEL (Must select from one of the USDE approved models) List Model chosen on line below.	

An LEA must include a budget that indicates the amount of School Improvement Grant (SIG) funds it will use each year in each Tier I, Tier II, and Tier III school it commits to serve. The LEA *may* use one year of funding for planning and other pre-implementation activities; *must* use at least three years for full implementation of the selected intervention; and *may* use up to two years for activities related to sustaining reforms following at least three years of full intervention implementation. The LEA will need to complete a separate budget for each building. Please complete the yearly budgets below for the school listed above. **BUDGET MUST SUPPORT ACTION PLANS INCLUDED IN THE APPLICATION.**

NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant comes to an end.

Year 1 Budget

Indicate Year 1 Activities by marking an "X" below

Planning and/or Pre-Implementation Activities	X
Full Implementation	

Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Salaries			\$0
			\$0
			\$0

NDE County District No: 19-0123

School Name: Schuyler

NDE School ID: 001

[illegible]

District Name:	Schuyler Community Schools
NDE County District No:	19-0123
School Name:	Schuyler Central High School
NDE School ID:	001

					\$0
					\$0
					\$0
					\$0
					\$0
500 Capital Outlay	Brief Description	Quantity	Amount per Item	Total for Row	\$0
					\$0
					\$0
					\$0
					\$0
600 Travel/ Professional Development	Brief Description	Number Participating	Cost per Person	Total for Row	\$0
					\$0
					\$0
					\$0
					\$0
600s Total					\$0
Indirect Costs					
(Reasonable and Necessary to Support the Purposes of this Grant)					\$4,165
Year 1 Budget Total					\$64,005

Year 2 Budget	Indicate Year 2 Activities by marking an "X" below
	<div>Full Implementation</div> <div>X</div>

Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
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NDE County District No: 19-0123

School Name: Schuyler

NDE School ID: 001

[illegible]

District Name:	Schuyler Community Schools
NDE County District No:	19-0123
School Name:	Schuyler Central High School
NDE School ID:	001

					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
500 Capital Outlay					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
600 Travel/ Professional Development					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
600s Total					\$0
Indirect Costs					\$8,945

Year 3 Budget

Indicate Year 3
Activities by marking
an "X" below

District Name: Schuyler Community Schools
NDE County District No: 19-0123
School Name: Schuyler Central High School
NDE School ID: 001

					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
400s Total					\$0
500 Capital Outlay	Brief Description	Quantity	Amount per Item	Total for Row	
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
500s Total					\$0
600 Travel/ Professional Development	Brief Description	Number Participating	Cost per Person	Total for Row	
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
600s Total					\$0
Indirect Costs					
(Reasonable and Necessary to Support the Purposes of this Grant)					\$5,300
Year 3 Budget Total					\$93,640

District Name: Schuyler Community Schools
NDE County District No: 19-0123
School Name: Schuyler Central High School
NDE School ID: 001

(Optional) Year 4 Budget

Indicate Year 4
 Activities by marking
 an "X" below

Full Implementation	
Sustaining Reforms	X

	Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Salaries				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
100s Total				\$0
200 Benefits				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
200s Total				\$0
300 Purchased Service/ Lease Agreement				\$0
	DE Streaming Plus	1.00	2,340.00	\$2,340
	Naviance Career Planning service and 2 brush-up webinars	1.00	3,400.00	\$3,400
	10 Full day PD session in classrooms with teachers @ \$2,500/day	1.00	25,000.00	\$25,000
	DE Assessment Services	1.00	2,600.00	\$2,600
	CTAC - Standard Bearer Process Implementation - year 4 - follow-up	1.00	15,000.00	\$15,000
				\$0

District Name: Schuylers Community Schools
NDE County District No: 19-0123
School Name: Schuylers Central High School
NDE School ID: 001

		300s Total		\$48,340	
400 Supplies & Materials/ Operational Equipment	Brief Description	Quantity	Amount per Item	Total for Row	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
			400s Total	\$0	
500 Capital Outlay	Brief Description	Quantity	Amount per Item	Total for Row	
				\$0	
				\$0	
				\$0	
				\$0	
			500s Total	\$0	
600 Travel/ Professional Development	Brief Description	Number Participating	Cost per Person	Total for Row	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
			600s Total	\$0	
Indirect Costs		(Reasonable and Necessary to Support the Purposes of this Grant)			\$2,900

District Name: Schuyler Community Schools
NDE County District No: 19-0123
School Name: Schuyler Central High School
NDE School ID: 001

400 Supplies & Materials/ Operational Equipment	5 Full day PD session in classrooms with teachers @ \$2,500/day	1.00	12,500.00	\$12,500
	DE Assessment Services	1.00	2,600.00	\$2,600
	CTAC - Standard Bearer Process Implementation - year 5 - follow-up	1.00	7,500.00	\$7,500
				\$0
			300s Total	\$28,340
500 Capital Outlay	Brief Description	Quantity	Amount per Item	Total for Row
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
			400s Total	\$0
600 Travel/ Professional Development	Brief Description	Quantity	Amount Per Item	Total for Row
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
			500s Total	\$0
Brief Description		Number Participating	Cost per Person	Total for Row
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0

District Name: Schuyler Community Schools
NDE County District No: 19-0123
School Name: Schuyler Central High School
NDE School ID: 001

					\$0
					\$0
				600s Total	\$0
Indirect Costs	(Reasonable and Necessary to Support the Purposes of this Grant)				\$1,700
Year 5 Budget Total					\$30,040
Total School Budget for Time Period of Grant					\$386,960